Strategic Plan Summary

In 1987-1988, a total facilities assessment and analysis was executed and simultaneously a visitor's/user's survey was conducted by the Gallup Organization. The purpose of these two processes was to determine where the physical plant stood and what were the expectations of the community. From these actions, a concept plan was drafted to determine the direction of the zoo's physical plant and exhibits. A habitat theme was developed, calling for four major exhibit "footprints": water, grasslands, forest, and desert. These large themes were perceived as sufficient detailing for such a small facility. Other goals were to work with, yet not compete against, the zoo's excellent existing vegetation and also to provide a facility that Lincoln could afford – one that would not be in competition with Omaha's much larger institution 60 miles to the northeast.

Additionally, the assessment directed us towards the zoo's areas needing the most attention in the short-term. For instance, the spectacled bears, river otters, and other species were in need of new and larger facilities. A plan addressing the needs of these exhibits and animals, combined with education department needs, veterinary needs, and general repair then evolved out of the process. All through this process, board members, zoo staff, zoo designers, architects, engineers, landscape architects, and community residents met, discussed, reviewed, and continuously referred back to the surveys and assessments. In 1989, the bond issue addressed the infrastructure and visitor services needs, but a plan was needed for the animal and education facilities. After the bond issue construction was finished in late 1991, we drafted a "Phase II: document to guide us. We conducted a feasibility study in the community to determine if our plan was correct and supported by the community. After responding to the concerns of the community board and staff, the ReZOOvenation plan was developed.

Fund raising was successful and in the spring of 1997, we cut the ribbon on brand new facilities for the spectacled bear (forest), bactrian camels (desert), Gelada baboon and leopard (grasslands) and river otter (waters). Additionally, a new 2200 square foot education center addition to the previous 1,100 square foot education office complex, extensive sidewalk, plaza and fountain repairs, and a new 2,400 square foot animal care center were completed. All of these improvements represent the most comprehensive makeover of the zoo since its opening in 1965.

In 1998, the zoo board of directors and staff, under the direction of an outside planning consultant, worked together to develop a 5-year strategic plan for the Folsom Children's Zoo and Botanical Gardens.

The plan, including goals and action steps was updated in 2000. To guarantee that the plan is properly implemented, updated, and evaluated, quarterly reviews of the plan and its measures of success are conducted by the staff and the board of directors. The four major goals of the 2000 strategic plan and their measures of success are:

a. To become the premier family attraction in the area--measured by increased attendance, increased memberships, and increased participation in zoo sponsored activities by all segments of Nebraska's population. Also measured by media coverage, financial contributions, and in-kind community gifts.

b. To increase and diversify sources of revenue and support-- measured by the kinds and amount of "new" money received each year including grants, gifts, and unsolicited contributions.
c. To create a master plan for the zoo and environs.
d. To promote and expand on excellence in educational programming-- measured by increased participation in programs by individuals, classrooms, and school districts; constant evaluation of program and material effectiveness by teachers and administrators; and the development and implementation of cooperative research projects with the University of Nebraska-Lincoln.

Folsom Children's Zoo & Botanical Garden's mission is to influence present and future generations through conservation, education, and related research as well as to encourage interaction with nature, plants, and animals in an enjoyable atmosphere.

The 2004 Board has set re-visiting the strategic plan with staff as a goal for the 04-05 year.

1. Project design

The Zoo and its partners – the University of NE-Lincoln (UN-L) and Lincoln Public Schools (LPS) are requesting this IMLS Supporting Lifelong Learning Grant to empirically measure the science inquiry mastery outcomes of the current *Our Zoo to YOU: Animals in the Classroom* program in 20 elementary classrooms. Data gathered by the programs' previous grant evaluators and the University of Nebraska-Lincoln College of Education and Human Sciences identify very positive effects of animals in the classroom for science inquiry mastery.[1] See Appendix 1.

The implementation and costs of the *Our Zoo to YOU: Animals in the Classroom* program will be the Zoo's responsibility. It will provide the classrooms with animals to compare with control classrooms for the research requested in this grant.

With this grant:

1. A research protocol will be set up that compares 20 elementary classrooms that use live animals to teach science inquiry (the *Our Zoo to YOU* classrooms) to 20 that do not. Pairs of same-grade same-school elementary teachers will be chosen to participate in this study. One teacher in each pair will participate in the *Our Zoo to YOU* program, the other will not.

Upon selection, all teachers will attend a workshop where they will:

- practice using the scientific method to teach inquiry science – success will be measured at the end of the workshop by analyzing an actual inquiry the teacher sets up using the steps of the scientific method
- learn how to empower students to design their own science inquiries – success will be measured by peer discussions of prompts
- practice recording data on a website and using a listserv – success will be measured by proficiency at the end of the day
- use writing prompts and rubrics to assess student inquiry science mastery – success will be measured by analyzing an original prompt and scoring sample writing with a rubric

Those receiving animals will attend an additional animal-handling clinic where they will be taught to care for and use live animals in inquiries.

After the workshop, a variety of Zoo education animals will be loaned to the *Our Zoo to YOU* classrooms one at a time for six-week periods throughout the school year. Animals loaned to classrooms will include: tenrecs, snakes, legless lizards, geckos, skinks, ferrets, guinea pigs, rabbits, doves, and hedgehogs. Zoo staff will visit all participating classrooms once a month and introduce animal concepts, and discuss existing inquiries with the class. In classes with animals, Zoo staff will check on animals, discuss their health, and deliver supplies.

Dr. Tiffany Heng-Moss, PhD Entomology UN-L will provide and oversee one arthropod rotation for each animal loan classroom. (Arthropods are readily available through biological supply catalogs, inexpensive to keep, and require minimal care while still being good organisms to teach inquiry science. For teachers without Zoo support arthropods may be the easiest way to teach inquiry with live animals.)

2. Drs. Kathleen Wilson, PhD and Guy Trainin, PhD (UN-L College of Education and Human Sciences) will evaluate children's writing from all 40 classrooms to determine the use of science vocabulary, application of science concepts, and understanding of the inquiry method. They will create writing prompts for the teachers and rubrics to evaluate the writing. They will empirically evaluate their findings and publish the results (combined with the previous four years qualitative research.)

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[1] Sybouts, Ward – "Evaluation of Our Zoo to YOU for Eisenhower Professional Development Grant to Folsom Children's Zoo", June, 2002

3. Dr. David Brooks (UN-L College of Education and Human Sciences) will support the project through the design and maintenance of a website that will allow all students and teachers to journal on line (another source of student writing and a way for the Zoo to keep track of animal health) and communicate with the Zoo and other participating teachers. Brooks will implement the supplement to the Zoo's website that will support the use of live animals to teach inquiry science in elementary classrooms. He will work with participating teachers, Zoo staff and animal curators to include inquiry ideas, animal care standards, supplementary resources, and science writing assessment tools.

4. Participating elementary teachers will evaluate their student's science mastery according to LPS science benchmarks. Lois Mayo, LPS Science Consultant, will coordinate and support this effort.

This phase of *Our Zoo to YOU: Animals in the Classroom* will:

- At all times demand the highest standard of care for our animals.
- Evaluate and document the impact of animals in the elementary classroom on inquiry science mastery through empirical analysis of science writing and tabulation of teacher assessments of student mastery.
- Extend Folsom Children's Zoo's educational outreach through a supplement to the Zoo's existing website, through publication of research results by the Zoo and the University of Nebraska-Lincoln, and through presentations at conferences and workshops.
- Further the Zoo's mission by supporting the Zoo's participation in an educational research project related to animals in the classroom.
- Involve families in their child's experience by providing an opportunity for children who participate in the *Our Zoo to YOU: Animals in the Classroom* program to take the classroom animal home over the weekend to share the experience with their families. Families will also be invited to visit the animals that were in the classrooms at the Zoo during the summer.

2. Grant Program goals

This grant is requesting funding from the Supporting Lifelong Learning category. With the acceptance and application of national, state, and district education standards, classroom teachers are faced with the challenge of meeting those standards. Previous Our Zoo to YOU grant evaluators reported that:

30% (of participating teachers) indicated that 100% of the class mastered the inquiry method
45% said at least 75% of their class had mastered the inquiry based approach
21% thought at least 50% of their class had mastered the inquiry based approach
2% felt that less than half of the class had mastered the approach.[2]

This grant will allow the program to be measured against similar classrooms without animals to determine if the use of live animals to teach inquiry science is indeed the key to the program's success.

The proposed research in this grant will allow Folsom Children's Zoo to become involved in a national educational movement to improve the teaching of inquiry science in elementary classrooms. By comparing the anecdotal evaluations received over four years with empirical data gathered by this grant the Zoo can with good science share its knowledge about the effects of live animals in the elementary classroom on science inquiry mastery on the world wide web.

Both the Zoo and the University of Nebraska-Lincoln will be sharing the results of the research with their peers.

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[2] Sybouts, Ward "An Evaluation of *Our Zoo to YOU*"

3. How the project fits into strategic plan and mission

Folsom Children's Zoo & Botanical Garden's mission is: "...to influence present and future generations through conservation, education, and related research as well as to encourage interaction with nature, plants, and animals in an enjoyable atmosphere." The mission statement is visited and voted upon by the Board yearly.

In the spring of 2000, the Folsom Children's Zoo's Board of Directors indicated in the strategic master plan that the Zoo was "To promote and expand on excellence in educational programming-- measured by increased participation in programs by individuals, classrooms, and school districts; constant evaluation of program and material effectiveness by teachers and administrators; and the development and implementation of cooperative projects with the University of Nebraska-Lincoln."

At this time, the Zoo's education director met with the Lincoln Public Schools Science coordinator, the Nebraska State Science Curriculum Director, University of Nebraska College of Education and Human Sciences personnel, and several classroom teachers who were active in science education circles. *Our Zoo to YOU* is the result of the strategic master plan and these meetings. It is evidence of the Zoo's commitment to educational programming outside its gates and its interest in educational research. Over four years, a total of sixty-five classrooms participated in the program affecting directly 1,400 students and their families.

Our Zoo to YOU also speaks to the Zoo's mission of "...influence present and future generations through...related research" and its strategic plan "the development and implementation of cooperative research projects with the University of Nebraska-Lincoln" by offering a lab situation that may provide some answers to the question "what is the impact of live animals in the classroom on science inquiry mastery." Most of the existing research in this area is qualitative. This proposed project and resulting publications will provide empirical information about the impact of animals in the classroom and create a niche for Folsom Children's Zoo in the educational research field and extend its outreach to many outside of Lincoln's borders.

4. Strategic plan: process and financial resources

In 1998, the zoo board of directors and staff, community leaders, and funding agencies (under the direction of an outside planning consultant) worked together to develop a 5-year strategic plan for the Folsom Children's Zoo and Botanical Gardens. The plan, including goals and action steps was evaluated and updated in 2000 by a committee representing the original stockholders.

To guarantee that the plan is properly implemented, updated, and evaluated, yearly reviews of the plan and its measures of success are conducted by the staff and the board of directors. The four major goals of the current strategic plan and their measures of success of are:

- To become the premier family attraction in the area--measured by increased attendance, increased memberships, and increased participation in zoo sponsored activities by all segments of Nebraska's population. Also measured by media coverage, financial contributions, and in-kind community gifts.
- To increase and diversify sources of revenue and support-- measured by the kinds and amount of "new" money received each year including grants, gifts, and unsolicited contributions.
- To create a master plan for the zoo and environs that reflects and responds to changing community needs.
- To promote and expand on excellence in educational programming-- measured by increased participation in programs by individuals, classrooms, and school districts; constant evaluation of program and material effectiveness by teachers and administrators;

and the development and implementation of cooperative projects with the University of Nebraska-Lincoln.

Folsom Children's Zoo allocates operational funds to projects and facility renovations that support its mission and strategic plan. An endowment fund of $900,000.00 is available for short-term loans that are needed for opportunities that present themselves that do not have operational budget support. When possible, grants are written that support educational programs. Education programs annually gross $100,000.00. These fees support 100% of the program costs.

5. Appropriateness of project for institution, audience

The American Zoological & Aquarium Association, supports outreach programs: "For many children ... their first and most potent experience with the sciences is their first trip to a zoo or aquarium. Zoos and aquariums have a role and a stake in public science education, offering education programs on and off-site to help fill the science education gap."[3]

Putting animals in classrooms is supported by good teaching practice: "Observation and experimentation with living organisms give students unique perspectives of life processes that are not provided by other modes of instruction. Studying animals in the classroom enables students to develop skills of observation and comparison, a sense of stewardship, and an appreciation for the unity, interrelationships, and complexity of life."[4]

The Our Zoo to YOU program also addresses state and national science inquiry standards, "*Our Zoo to YOU* fits in with the Lincoln Public Schools first and seventh grade science curricula and meets Nebraska and National Science Education Standards. *Our Zoo to YOU* appeals to many students and helps them develop inquiry skills using live animals. Responsibility and teamwork are evidenced. Writing and reading flourish through this program."[5]

After reading the AZA recommendation for outreach, reading research on animals in the classroom, meeting with University of NE College of Education and Human Sciences staff, conducting surveys with Lincoln Public School elementary teachers, and meeting with elementary science specialists at the NE Science Teachers Association the Zoo created The Our Zoo to YOU program. After four years of grant funding the program has directly impacted 1,400 students and hundreds of family members.

A continuation of this project will directly affect 40 elementary classrooms.

A continuation of this project will indirectly affect:

- Families and schools - through the "ripple" effect. Stephanie Lawson, Principal at Norwood Park Elementary (where animals have been for two years) was quoted in the Lincoln Journal Star newspaper "Our Zoo to YOU is very meaningful because the animal is right there and very compelling...This is not just a first grade experience, it's a school wide experience."
- Educators and Zoo professionals who read professional articles and attend professional meetings (an article about the program has already been published in *Science and Children*, the National Science Teacher's Association professional magazine for elementary educators, Sept. 03 and non-technical programs have been given at workshops at NSTA, AZA and the NE Science Teacher's Association.)
- Anyone interested in the effect of animals in the elementary classroom on inquiry science mastery. (Internet searches, site "hits", and the sheer number of articles on caring for

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[3] Trends Paper by the American Zoological Association, 1999

[4] National Science Teachers Association – Guidelines for Responsible Use of Animals in the Classroom, Position Policy, 1991.

[5] Lois Mayo, Lincoln Public Schools Science Curriculum Specialist, November 2002.

animals in the classroom indicates an interest in the topic BUT in a mini-research project with 309 sites 85% did not mention using animals to teach ANYTHING – they only talked about appropriate care and selection.)

6. Project resources: time and budget

Many of the needed resources are already in place. The Zoo has an Our Zoo to YOU coordinator and visiting teacher and all the non-consumable supplies (scales, cages, etc) for 20 classrooms. Funds will be provided by the Zoo to extend the contracts for the staff, mileage for the classroom visits, and consumable supplies for the animals. Some administrative time for Mimi Wickless, the Zoo's education director will be provided.

The University has the ability to conduct the research – Wilson, Trainin, Brooks, Heng-Moss will need salary supplements for their time and money to hire graduate assistants to support their involvement. Some travel expenses will be included to promote professional presentations to their peers.

Lincoln Public Schools' Science Consultant – Lois Mayo –will recruit teachers for the program and support them with substitutes (for the workshop) and classroom materials. Other school districts wishing to participate will be asked to do the same. Costs for substitutes for the teachers to attend the workshop are included in the request.

Folsom Children's Zoo is very capable of handling this project. *Our Zoo to YOU* is designed to build on its past success and the success of several of the Zoo's other educational programs. Included among them are:

- Science Focus High School – "Zoo School" – 70 high school students attend high school at the Zoo daily. This cooperative effort was recognized by USA TODAY when the four principle teachers received a prestigious 1999 All-USA Academic Teacher Team designation. The school is supported by the local school district.
- Bug Bash! – This annual 4-day event is co-sponsored by the Zoo, the University of Nebraska's Department of Entomology (UNL) and Lincoln Public Schools. All fourth grade students in Lincoln Public Schools (LPS) attend and the event is made available to the public one of the four days. In 1998, this event received a Project Award and financial support from the Kiewit Foundation. This event is supported by the UNL Entomology Department and student entry fees.
- Doing Science as a Community of Learners – this statewide project received a $100,000 grant from the Nebraska Education Innovation Fund. The grant collaborators are the Zoo, the University of Nebraska, and Lincoln Public Schools. High school students throughout the state collected bumblebees and shared data through a website. Nebraska's bumblebee population (significant pollinators for several cash crops) had not been surveyed since 1939.
- ZooCamp – a week long 8:00 – 5:00 educational experience for 7, 8, 9 year olds that uses the scientific method to teach about animals, their habitats, and health needs has provided us with a knowledge base of how to integrate the scientific process into a classroom setting. Three camps are offered each year with the average attendance limited to 25. The fees support the program.
- Sensory Safari – an annual event hosted by the Zoo, Nebraska Safari Club, Nebraska Game and Parks, Delta Gamma Sorority, and the Nebraska Center for the Education of Children Who are Blind or Visually Impaired. This event introduces visually impaired people to native Nebraska animals, their structure and coverings. This event is grant supported.
- Zoo through the Seasons – a grant funded program that provides the opportunity for inner city students from the Zoo's neighborhood schools to visit the Zoo four times

during the school year – fall, winter, spring with their classrooms and summer with their families.

- Opening the Gates – the Zoo's diversity program that conducts tours in several languages, translates printed materials, and holds events for Lincoln's minority residents. Grant supported.
- Zoo Crew – a summer volunteer program for 400 youth in 7^{th} – 12^{th} grades that is self-supporting through fees.
- Ancient Oz – a grant supported summer program that takes animals into assisted living centers and nursing homes.

Many of the Zoo's educational activities are grant supported. Those that are not are supported with operating funds and generated fees.

7. Project resources: personnel and technology

Mimi Wickless, Education Director, at Folsom Children's Zoo will oversee the program as she has done for four years. Lucinda Faunce will be the Our Zoo to YOU coordinator, Janice Harry the Our Zoo to YOU visiting teacher. Resumes attached.

Drs. Wilson, Trainin, Brooks, Heng-Moss will all support the project in addition to their University of Nebraska duties. The research involved makes this an attractive project for all of them. Resumes attached.

In addition, Dr. Brooks will control the server for the supplement to the Zoo's existing website (www.lincolnzoo.org) and will maintain it for the duration. He will also provide the graduate assistant to do the design and implement the research results.

There are computers in all of the Lincoln Public Schools so access to the website for reporting animal care and sharing writing will not be a problem. Lois Mayo, Lincoln Public Schools' Science Curriculum Coordinator wrote in the anecdotal evaluation: "*Our Zoo to YOU* appeals to many students and helps develop inquiry skills using live animals. Responsibility and teamwork are also evidenced. Writing and reading skills flourish through this program." She will encourage LPS elementary teachers to participate and coordinate assessment in the LPS classrooms.

Project Budget Form

SECTION 1: SUMMARY BUDGET

Name of Applicant Organization: Folsom Children's Zoo & Botanical Gardens

IMPORTANT! READ INSTRUCTIONS ON PAGES 3.4–3.5 BEFORE PROCEEDING.

DIRECT COSTS	IMLS	Applicant	Total
SALARIES & WAGES	12490	28,260	40750
FRINGE BENEFITS	2873	5086	7959
CONSULTANT FEES	21800	12075	33875
TRAVEL	3728		3728
MATERIALS, SUPPLIES & EQUIPMENT	4500	5830	10330
SERVICES		300	300
OTHER	9127	3127	12254
TOTAL DIRECT COSTS	$ 54,518	$ 54,678	$ 109,196
INDIRECT COSTS	$ 7097	$ 7097	$ 14195
		TOTAL PROJECT COSTS	$ 123,391

AMOUNT OF CASH-MATCH $ 61,775

AMOUNT OF IN-KIND CONTRIBUTIONS $

TOTAL AMOUNT OF MATCH (CASH & IN-KIND CONTRIBUTIONS) $ 61,775

AMOUNT REQUESTED FROM IMLS, INCLUDING INDIRECT COSTS $ 61,615

PERCENTAGE OF TOTAL PROJECT COSTS REQUESTED FROM IMLS 50 %
(MAY NOT EXCEED 50%)

Have you received or requested funds for any of these project activities from another federal agency?
(Please check one) ☑ Yes ☐ No

If yes, name of agency: NE Post Secondary Education Coordinating Commission

Request/Award amount: Pending: $20,860 for Our Zoo to YOU: Animals in the Classroom 2005-06

Project Budget Form

SECTION 2: DETAILED BUDGET

Year ☑ **1** ☐ **2** ☐ **3 – Budget Period from** 10 / 15 / 05 **to** 10 / 15 / 06

Name of Applicant Organization Folsom Children's Zoo & Botanical Gardens

IMPORTANT! READ INSTRUCTIONS ON PAGES 3.4–3.5 BEFORE PROCEEDING.

SALARIES AND WAGES (PERMANENT STAFF)

NAME/TITLE	NO.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
[redacted]	( )	$18 per X 160 hrs	1440	1440	2880
[redacted]	( )	$15 per X 540		8100	8100
[redacted]	( )	$15 per X 1200		18,000	18,000
[redacted]	( )	$18 per X 40		720	720
		TOTAL SALARIES AND WAGES $	1440	28,260	29,700

SALARIES AND WAGES (TEMPORARY STAFF HIRED FOR PROJECT)

NAME/TITLE	NO.	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
[redacted]	(2)	$17 per X650	11,050		11,050
	( )				
	( )				
	( )				
		TOTAL SALARIES AND WAGES $	11,050		11,050

FRINGE BENEFITS

RATE			SALARY BASE	IMLS	APPLICANT	TOTAL
[redacted] 18	%	*of* $	28,260		5086	5086
[redacted] 26	%	*of* $	11,050	2873		2873
	%	*of* $				
			TOTAL FRINGE BENEFITS $	2873	5086	7959

CONSULTANT FEES

NAME/TYPE OF CONSULTANT	RATE OF COMPENSATION (DAILY OR HOURLY)	NO. OF DAYS (OR HOURS) ON PROJECT	IMLS	APPLICANT	TOTAL
[redacted]	$90 hour	260	14,400	9000	23,400
[redacted]	$70 hour	80	3500	2100	5600
[redacted]	$65 hour	75	3900	975	4875
		TOTAL CONSULTANT FEES $	21,800	12,075	33,875

TRAVEL

FROM/TO	NUMBER OF: PERSONS	DAYS	SUBSISTENCE COSTS	TRANSPORTATION COSTS	IMLS	APPLICANT	TOTAL
LIN - San Fran	(2)	(2)	960	906	1866		1866
Lin - Chicago	(1)	(2)	500	273	773		773
Lin - NY	(1)	(2)	600	489	1089		1089
	( )	( )					
			TOTAL TRAVEL COSTS $		3728		3728

Project Budget Form

SECTION 2: DETAILED BUDGET CONTINUED

Year ☑ 1 ☐ 2 ☐ 3

MATERIALS, SUPPLIES AND EQUIPMENT

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
Server, software, etc.	purchase prices	4500		4500
Animal supplies	estimate		5230	5230
workshop supplies	40 teachers X 15		600	600
TOTAL COST OF MATERIALS, SUPPLIES, & EQUIPMENT $		4500	5830	10,330

SERVICES

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
vet	estimate		300	300
TOTAL SERVICES COSTS $				300

OTHER

ITEM	METHOD OF COST COMPUTATION	IMLS	APPLICANT	TOTAL
mileage for visits	estimate	3127	3127	6,254
substitute pay for workst	$150 day X 40	6000		6,000
TOTAL OTHER COSTS $		9127	3127	12,254
TOTAL DIRECT PROJECT COSTS $		54,518	54,678	109,196

INDIRECT COSTS

Check either item A or B and complete C. (See section on Indirect Costs, page 3.5.)

Applicant organization is using:

☑ A. An indirect cost rate which does not exceed 15 percent of modified total direct costs charged to IMLS.

☐ B. Federally negotiated indirect cost rate (see page 3.5).

Name of Federal Agency _____ Expiration _____ Date of Agreement

Rate base Amount(s)

15 % of $ 109,196 = $ 14,195

	IMLS	Applicant	Total
C. Total Indirect Costs	$ 7097	$ 7097	$ 14,195

BUDGET JUSTIFICATION

Salaries and wages of permanent staff:

All salaries and benefits for *Our Zoo to YOU* staff are supported by the Zoo. [redacted] for Folsom Children's Zoo will oversee the entire project, monitor research findings, host the workshop, randomly select participants, and write articles and give presentations. Two weeks of her salary, not benefits, are included in the IMLS budget.

Salaries and wages of temporary staff hired for project:

Two graduate assistants will be hired by the University of Nebraska-Lincoln. Brooks will have a summer assistant in '06 to assist with the implementation and design of the website supplement. Wilson/Trainin will have one from November to July to collate and enter data from student writings. Salary and benefits are determined by the University.

Consultant fees:

UNL hourly rates were used for each professor. The number of hours needed was estimated by each. Hours include workshop presentation for teachers, follow-up for teachers needing more assistance, research analysis, writing, website analysis, design, and implementation, and presentation time.

Dr. Heng Moss is supported by the Zoo because the insect rotation is part of the original *Our Zoo to YOU* program.

Travel:

1. Wilson and Trainin will present together at the National Reading Conference or the American Educational Research Association meeting.
2. Wickless will present to the American Zoological Association Conference in Chicago.
3. Brooks will present the project and the web implications to the technology conference in New York

Materials, Supplies, and Equipment:

1. Brooks has requested an I-Mac server, appropriate software and related supplies.
2. The Zoo will support the animals in the classroom with food, litter, enrichment items, bedding, etc.
3. The workshop costs were estimated at $15 per person with 40 teachers attending. The Zoo will support the workshop.

Services:

The Zoo will support the animals with veterinary care estimated at $300.

Other:

1. The Zoo will pay half the mileage to/from the 40 classrooms for the school year, IMLS is asked to support the other half.
2. IMLS is being asked to provide substitute pay for the 40 participating teachers to attend the workshop where they will: practice using the scientific method to teach inquiry science; learn how to empower students to design their own science inquiries; practice recording data on a website and using a listserv; use writing prompts and rubrics to assess student inquiry science mastery.